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EXERCISES OF THE SIXTH ANNIVERSARY OF THE STATE NORMAL
SCHOOL.

The Sixth Anniversary exercises of the Normal School, at New Britain, took place on Monday and Tuesday, the 8th and 9th inst. On the evening of the 7th, Rev. H. Winslow, of New Britain, preached an eloquent and appropriate sermon to the graduating class. This sermon was preached in the South church to a very large audience, and was listened to with marked attention and interest.

On Monday the exercises were in the North Hall of the Normal School, and consisted of methods of teaching, and reading of essays, by members of the graduating class. The exhibition of various methods of teaching the different branches, was exceedingly interesting. Each member in turn, took a class from some of the departments of the model school and illustrated the manner in which he would teach a particular branch. These illustrations were highly interesting, and afforded clear proof of correct teaching and thorough learning.

In the evening a large audience assembled in the new and commodious church of the Methodist Society, for the purpose of listening to an address and poem before the BARNARD AND GALLAUDET SOCIETIES. REV. WALTER CLARK, D. D., of Hartford, gave the address, which was exceedingly appropriate and interesting. His theme was "American Education," and in a most lucid and attractive manner did he discuss the essentials of a thorough, practical education. Those who have heard Dr. Clark, need not be told that he secured the undivided attention of his numerous hearers for an hour. He was followed by the Rev. Mr. Bulkley, of West Winsted, with a poem on the Modern "Eve."

Perhaps some of the *ladies* might feel that some of his "hints" were rather hard and uncalled for, but it must be acknowledged that the poem possessed unusual merit. It abounded in wit, and kept the audience in a very "merry mood" for nearly an hour.

On Tuesday, A. M., the members of the school, and their friends, assembled in the "North Hall" for the purpose of listening to the prize reading. It will be remembered that the late Gov. Seymour, last year gave 50 dollars to be expended for prizes in reading. The same gentleman, very generously, forwarded the sum of \$25 for a like purpose this year. The gift came through Mrs. SIGOURNEY, who very kindly selected the prizes, and honored the competitors, on the present occasion, by her presence. At the same time prizes were awarded for best specimens of drawing and penmanship. The following are the names of the successful ones:

READING.

Gentlemen.

1st Prize, EDWIN WHITNEY,	<i>New Britain.</i>
2d " J. MARSHALL GUION,	<i>New Britain.</i>

Ladies.

1st Prize, M. JOSEPHINE WOOD,	<i>Clinton.</i>
2d " JENNIE M. WALBRIDGE,	<i>Stafford.</i>

DRAWING.

Gentlemen.

1st Prize, ALLEN McLEAN,	<i>Collinsville.</i>
2d " E. E. LATHAM,	<i>Phœnixville.</i>

Ladies.

1st Prize, HARRIET N. MARSHALL,	<i>Milford.</i>
2d " E. E. ROSE,	<i>West Suffield.</i>

PENMANSHIP.

Gentlemen.

1st Prize, E. L. HINE,	<i>Plymouth.</i>
2d " ALLEN McLEAN,	<i>Collinsville.</i>

Ladies.

1st Prize, ROXY CANDEE,	<i>Oxford.</i>
2d " FLORA M. SANFORD,	<i>Redding Ridge.</i>

At 2 o'clock, P. M., the Methodist church was densely filled with those who had assembled to listen to the exercises of the graduating class. There were thirty members in this class, twelve of whom had "parts" on the present occasion.

Here the following order prevailed :

1. Introductory Prayer, by the Rev. Mr. Rockwell.
2. Hymn ; " Ho ! Reapers of Life's Harvest."
3. Essays ; " They that sow and they that reap shall rejoice together, *Susan J. Hayes*, North Granby ; " Mental Growth," *Harriet N. Marshall*, Milford ; " What is Education ?" *James R. Dutton*, Colchester.
4. Hymn ; " Rock of the Pilgrims."
5. Essays ; " What of the Future ?" *Maria L. Sanford*, Meriden, " Liberty," *Elbridge G. Upson*, Burlington : " Labor conquers all things," *Jennie M. Walbridge*, Stafford.
6. Song ; " Gentle Voices."
7. " True Heroes," *Elizabeth W. Sage*, Cromwell ; " Reforms," *J. Marshall Guion*, New Britain ; " The Study of Botany," *Jane D. Baldwin*, New Britain ; " Music," *M. Josephine Wood*, Clinton.
8. Song ; " Now to our Homes we go."
9. " The Bible in Schools," *E. D. Rawson*, Ansonia ; " Excelsior" *Jane L. Thomas*, New Haven ; " God in History, with " Valedictory Addresses," *Thomas K. Peck*, Canterbury.

ORIGINAL HYMN, *By Mrs. L. H. Sigourney.*

Sung by the Normal School Choir.

Bear precious seed, and go
Forth to thy work of toil,
Where'er the unerring Master's Hand
Shall designate the soil.

Here at this parting hour,
Believe, with courage free,
Where'er his love appoints the field,
That is the place for thee.

Sow precious seed, in hope
Its blessed fruits to see,
In God's own good appointed time,—
That is the time for thee.

His wisdom be thy shield,
His promise be thy stay,
And multiply thy garnered sheaves,
At the great Harvest Day.

Presentation of Diplomas. The Hon. MR. GILLETTE, President of the Board of Trustees, presented diplomas to the members of the grad-

uating class, 29 in number, accompanying the same with a few remarks beautifully and eloquently expressed. He said he had heard of a college graduate who, because he did not succeed in life, seemed to feel that a mistake had been made in his diploma. He hoped no member of the class before him would have any occasion to complain of any defect in his diploma.

The following hymn was sung with fine effect by the graduating class.

PARTING SONG, *By Elizabeth W. Sage.*

Sung by the Graduating Class.

Here our long accustomed circle
Gathers for a parting word ;
Where have echoed joyous voices,
Now a sadder tone is heard—
Leaving scenes familiar long,
Chant we now our parting song.

Teachers, to our labor turning,
Be we earnest, faithful, kind ;
Go we forth as watchful guardians
Of the young, immortal mind :
"Train for me," hear Jesus say ;
"Point to heaven, and lead the way."

Blessings, such as we have tasted,
Rest on those who still remain ;
May no mem'ries, sad, reproachful,
On their hearts cast gloom and pain ;
Be their toils divinely blest,—
Work on earth, in heaven rest.

Fellow-teachers, when our mission,
With its toils is finished well,
When to us shall come the summons,
Calling us from earth to dwell,
May our Saviour whisper, "Come,
"Angels greet you—welcome home !"

The Hon. Mr. Philbrick now remarked, that there were several gentlemen on the stage from whom addresses would be acceptable. Turning to his Excellency, Gov. MINOR, he very pleasantly observed that he would *request* the Commander-in-Chief to make a speech, and then leave it to him to *issue his commands* to others. The Governor arose and said that he would afford an example in obedience by obeying the Superintendent of Schools. He expressed the high gratification he had

felt with the various exercises to which he had listened, and he congratulated the friends of popular education, among whom he was proud to enrol his name, on the cheering prospects of their cause. He believed that Common Schools, and *free* Common Schools were to be ranked among the brightest blessings and ornaments of a free State, and he hoped the day would soon come when Connecticut would assume and maintain her true position in the Educational ranks. He was assured that the excellent condition of the Normal School afforded much encouragement to the friends of schools. The Governor's remarks were received with much applause. His excellency, in closing, issued orders through the Superintendent, to the Hon. Mr. Babcock, who arose, and in a few eloquent remarks commended the various exercises as possessing extraordinary merit,—fully equalling the exercises which he had been accustomed to hear in our best colleges.

The HON. HENRY P. HAVEN, mayor of New London, and a most worthy friend of education, next arose in obedience to a summons from the Commander-in-Chief. He agreed fully with all that had been said in relation to the various performances,—expressing himself as delighted with what his eyes had seen and his ears heard. Said he, "In the neighboring city of Hartford there is an immense assemblage of people from all parts of the State, and from other States, to view the various articles of Connecticut manufacture and growth. He thought the wares of the State Normal School, which they had that day seen, were intrinsically more attractive and valuable than all to be found at the Fair, for here we have the real article,—that which can impart to Connecticut her truest glory, her brightest ornament, her richest wealth,—the moral and intellectual culture and growth of her sons and daughters."

Here Prof. Philbrick playfully remarked that he took no part in politics, and should not so long as politics "let him alone," but, said he, "I will say that our Legislature did one capital thing: it reached its arm out to Washington and brought back one of Connecticut's most brilliant sons and made him a Judge. I know, ladies and gentlemen, you will be glad to hear from Judge Waldo, of Tolland county."

Judge Waldo arose at call, and made a highly appropriate speech. He expressed in strong terms, his unqualified approbation of all he had heard and seen that day, and he had been more than pleased with the various exercises. They had far exceeded, in manner and matter, his highest anticipations. As a friend of popular education he felt that he had good reason to congratulate his native State on the excellent condition of her "Normal School," and the citizens of the beautiful village of New Britain, he thought, had just cause for congratulating them-

selves for their wisdom in making the requisite efforts to secure to their village the more immediate advantages of this institution, alike an honor to the village and to the commonwealth.

Mr. Haven was followed by Dr. Beckwith, of Litchfield, and Hon. Mr. Averill, of Danbury, in brief but appropriate addresses, in which they expressed their hearty concurrence in all the commendations that had been bestowed. The lateness of the hour rendered it desirable to close the exercises in the church, and after the benediction had been pronounced by the Rev. Mr. Rockwell, the concourse of people left, evidently highly gratified with what they had seen and heard. We would not omit to state that MRS. EMMA WILLARD, the renowned teacher and historian, now of Troy, but originally from this county, was present during all the exercises of Monday and Tuesday, and expressed herself as highly delighted with all the performances.

At the kind invitation of Mrs. J. D. Philbrick, a large number of the members of the Normal School, and their friends, and citizens of New Britain, met in the "North Hall," for the purpose of a social interview. The evening passed very pleasantly, and all appeared to enjoy themselves highly. It was a most agreeable "*finale*" to an anniversary of unusual interest.

The present condition and prospects of the Normal School must afford a high degree of satisfaction to all friends of popular education. The number in the late graduating class was nearly double that of any previous class, and the character of the several performances have never been surpassed. In 1851 there were five graduates; in 1852, two; in 1853, fifteen; in 1854, nineteen; in 1855, twenty-nine, with "*Excelsior*" for a motto. The course of the school is still onward and upward, and its salutary influence will soon be most visibly felt throughout the State.

A FEW WORDS TO THE TEACHERS OF OUR WINTER SCHOOLS.

Before the issue of our next number, many of our winter schools will commence, and in some of them teachers will be employed who engage in the work for the first time. It is to such, more particularly, that we wish to say a few words. Presuming you have duly considered the nature and magnitude of the work before you, we will endeavor to offer a few brief suggestions which may be of some service to you.

1. *Give your heart to the work before you.* Remember that the very moment you enter the school-room you assume responsibilities and duties of a new and important nature. In the discharge of these duties

you will be constantly exerting an influence which will have a life-long existence for the weal or wo of your pupils. An influence of some kind, you must exert. Your every word, act, movement and look, will make impressions, salutary or otherwise. Then strive to convince your pupils, at the very outset, and continually, that you wish to do them good, and the greatest possible amount of good. Let all your actions and all your expressions give evidence of this. Let your time and your energies be given to the great work before you.

2. *Be punctual and prompt.* Do not linger on your way to school, and be not content to arrive a few minutes late or even just at the moment for commencing. If you would have your scholars punctual, you must be so yourself. Example and precept should go together. If your pupils always find you at the school room a few minutes before the time, ready to greet them with a cheerful smile, they will be strongly induced to be there early with their "morning-shining faces" all ready to reflect back your pleasant looks. Make them feel that you will always be in season, and let them be assured that they may always find you at the school room, some ten or fifteen minutes before the hour for commencing, and they will be much inclined to imitate your example.

3. *Be sure to have good order.* This is of the first importance; it is indeed, indispensable. Without order you cannot have a good school. You may have pupils of ability, and talent, and goodness, but they will need governing and directing. They may possess the best of traits and qualities, but they will need your guiding hand. Therefore keep the reins of government in your own hands, and be sure that you *bear a steady rein*. A skilful coachman will guide and control his horses at will, and safely conduct those in his charge to their destination; but one unskilled might only hold the reins while the uncontrolled steeds should rush on to sure destruction. So it is with the teacher. If he rightly understands the nature of the young mind, and the nature of his duties, he will safely discipline and guide them; while, if he is unskilled and reckless, he may only have the name of holding the reins of government, as his pupils bear him with themselves to destruction. If you would govern wisely and well, have not many rules, but see to it that the few you do have are properly understood and exactly and promptly obeyed. Be sure that you never *scold* in school, and never threaten a punishment which you have no intention of inflicting. Be firm, be calm, be cheerful. Be ever ready to *assist* your pupils, but not too ready to *tell* them all they wish to know. The best way to render true assistance may be to encourage them to search for themselves. If you can succeed in awakening a lively interest in the school

and its exercises, the discipline will be comparatively easy. Therefore make it a prominent point to make all lessons and recitations as interesting and attractive as possible.

4. *Be thorough in your teaching.* Let your ambition be to do *well* rather than *much* or *many things*. Let every exercise be thoroughly understood, and to this end do not limit your questions to the text book. Ask many questions in addition to those in the book, and be sure that every subject is fully comprehended. Make haste slowly, but surely, thoroughly. We might offer other suggestions, but if these are properly regarded others may not be needed, and if they are not rightly received and considered, others would be useless.

PENMANSHIP.

We often hear it said that penmanship is not so well taught in our common schools, as it should be. This is too true. It is not well taught, and yet the fault is not always in the teacher. It is often otherwise. In the first place, teachers have too many scholars, and these are in many instances, poorly supplied with good writing materials. In the second place many of our school-houses are in such a wretched condition that there are no suitable accommodations for those who write; and in the third place, the change of teachers is so frequent as to render it almost impossible for a regular course of instruction during the brief period that he has charge of a school.

We will, however, offer a few plain hints and suggestions which may prove of service to some. In the outset teachers should see that their pupils have a correct idea as to what good writing is. In order that such a taste may be formed, or confirmed, the free use of the black-board is desirable. Let the teacher write some word several times; once as near correct as may be, and the others more or less defective. Let the attention of the pupils be called to these words and let them be requested to point out defects. It may readily be seen that much may be done in this way towards forming a correct taste, and this is of the very first importance, for no one will ever become a good penman unless he has a discriminating eye and taste.

Again, the teacher should be sure that his pupils hold their pens correctly. This, too, is all important, and much care should be taken at the very outset, that all understand and practice the true way. To secure this, the teacher should stand before his pupils, with pen in hand, and give them a visible illustration of the right way. He should also require them to take a pen and go through with the various move-

ments, in concert, without using ink or making any marks,—insisting all the while that all shall hold the pen correctly. A little time and attention here will be of great benefit; for if “well begun” is not actually “half done,” it is certainly a very important step towards it.

Again, scholars should not be allowed to write much at a time. It is better that they be required to write six lines with proper care and attention, than to write as many hundred carelessly. Let them be early trained to compare each line they write with the copy, with a view to ascertaining their defects, presuming, of course that they are furnished with copies worthy of imitation. But without dwelling longer on these points, we will call the attention of the reader to the following sensible remarks which we find in that valuable paper, “*Life Illustrated*.”

“The consequences resulting from bad handwriting are not sufficiently regarded. A few of the more prominent evils will, therefore, be briefly noticed, although every person must have experienced the most of them.

“First comes the serious loss of time to the writer and his correspondents. A letter which, if well written, would require two minutes only to peruse, will, when the handwriting is bad, consume five, ten, or fifteen minutes in the painful attempt to decipher it, frequently with no certainty that the meaning has been correctly apprehended. Dates, names, places, and amounts of money are peculiarly liable to misapprehension. In vain the letter is turned round and round, and upside down, by the unfortunate correspondent; in vain is the post-mark scrutinized. At last, if the subject be of importance, he is forced to write for a second letter to explain the first, should he, indeed, be so fortunate as to make out the name and address of the writer. If the correspondent be not a model of Christian fortitude, he is certain to lose his temper, and to be put into a state of mind, toward the writer, quite sufficient to turn the scale when the latter has any favor to ask. Even if the subject is supposed to be trifling, a state of uncertainty is always unpleasant. We may depend upon it, we can display no worse policy than to put our correspondents into a bad humor with us; and no means are more effectual than those above described. One man has no more right to rob another of his time and temper, than of his watch and purse. Indeed, if the alternative were offered, many persons would prefer the latter.

Some years ago, three literary men, who were arbitrators in the case of a prize essay, at first rejected the essay which ultimately gained the prize, solely on account of the difficulty in deciphering it, as one of

them mentioned afterward. No doubt the rejection, by publishers, of essays, poems, and works of every sort, especially from unknown authors, frequently occur from this cause. Accordingly, a friend who was about to send his tragedy to Mr. Macready, was warned that rejection was certain, for no manager could endure the distress of the tragedy and of the penmanship too; so, as the author was a lawyer, the play was confided to his law stationer, to be by him first duly engrossed.

Of all professions, none are more feelingly alive to the qualities of penmanship than printers; and incipient authors, and juvenile geniuses contemplating the navigation of the perilous sea of authorship, should be made aware that a fine is levied, in every printing office, on all supereminently illegible writing, under the simple designation of "bad copy." If young literary gentlemen will indulge in the luxury of inscrutable manuscript, they must be prepared to pay for it.

But we have to do with something more than pen and ink. Penmanship, perused many hours every day, is a more serious thing than the casual writing of a bill or letter, and various considerations must take place beyond the assortment of a few black marks on white paper. The operation of writing almost incessantly is pursued by many classes of the community, and on the manner in which it is pursued does it depend, whether the health and eyesight shall be impaired early in life, or shall be preserved unimpaired to a green old age. That there is nothing unhealthy in the process itself, is evident from the testimony of an eminent law stationer, that out of one hundred and twenty copyists in his establishment, only three wear spectacles; and one case only of sickness occurred in his writers' club, during the last year, which case arose from an accident.

The posture of the writer, and the nature and direction of the light, are the most important of the accessories to which we have alluded; and, though of little consequence to a lady, writing an occasional note, are of great importance to the constant penman.

Commencing with the position of the body in penmanship, we must observe, first, that it should be easy and natural, because no occupation can be carried on advantageously, for a long period, in an uncomfortable posture. The body should be kept nearly upright, resting somewhat on the left arm, and made steady by it, so that no part of the weight shall be thrown on the right hand or arm, which must be quite free, and support their own weight on the wrist and the third and fourth fingers. The feet should not be contracted under the seat, but placed somewhat forward, the toe being supported by a foot board, rather higher than the heel. If the body be greatly contracted, the digestion will

be eventually impaired, like that of shoemakers and other artizans, whose posture at work bends forward the body, and causes pressure on the stomach. This posture, also, especially when accompanied with depression of the head, is certain in time, to cause an unnatural flow of blood to the brain.

Do not suppose that the same chair and desk can suit a giant and a dwarf, or the short-sighted and the long-sighted. Be not therefore satisfied with any chair, or desk, or table, but procure or alter this furniture until it exactly suits you. The short sighted require their desk to be rather higher and more slanting than persons of ordinary vision.

When the light is bad, or unfavorably placed, writing does not go on well, and it is difficult even to sit at it properly. Excess or deficiency of light are injurious by overpowering or straining the eye—the former, however, is easily remedied. It is not always possible to choose the direction of one's light; but light coming over the left shoulder is much to be preferred. Direct light is much pleasanter and more wholesome for the eye than reflected light. White walls are pernicious; and it is highly injurious to so delicate an organ to have a strong light on our paper while surrounding objects are in gloom. A uniform, well-diffused light is that which is provided for us by nature, and is most wholesome and agreeable to the eye on all occasions.

Artificial light is always more or less unwholesome, owing to a deficiency of blue rays. Blue objects may therefore be advantageously scattered about, so as to relieve the eye which is forced to long continued reading or writing by candle-light. No more useful service can be performed by the parliamentary blue-books than this. In cases of weak vision, paper of a blue tinge may be advantageously employed by candle light, or a pale blue glass used with a lamp. A lamp shade that reflects the light strongly on paper, and keeps the room in darkness, is carefully to be avoided. To a weak eye, the glare of polished metals by candle light is most pernicious. But above all, if we must use the eyes long by candle light, the careful ventilation of the apartment is essential."

The rules for order are mostly summed up in these two precepts:

1. A place for everything and everything in its place.
2. A time for everything and everything in its time.

Bancroft says of Franklin: He never spoke a word too soon; he never spoke a word too much; he never failed to speak the right word at the right season.

EXPERIENCE IN MANNERS.

Among many excellent bits of experience related in the autobiography of Dr. Caldwell, is the following lesson in civility :

"In the year 1821, I made, in London, in a spirit of wager, a decisive and satisfactory experiment as to the effect of civil and courteous manners on people of various ranks and descriptions.

"There were in the place a number of young Americans, who often complained to me of the neglect and rudeness experienced by them from citizens to whom they spoke in the streets. They asserted, in particular, that as often as they requested directions to any point in the city towards which they were proceeding, they either received an uncivil and evasive answer, or none at all. I told them that my experience on the same subject had been exceedingly different ; that I had never failed to receive a civil reply to my questions—often communicating the information requested ; and that I could not help suspecting that their failure to receive similar replies arose, in part at least, if not entirely to the plainness not to say the bluntness, of their manner in making their inquiries. The correctness of this charge, however, they sturdily denied, asserting that their manner of asking for information was good enough for those to whom they addressed themselves. Unable to convince them by words of the truth of my suspicions, I proposed to them the following simple and conclusive experiment :

"Let us take together a walk of two or three hours in some of the public streets of the city. You shall yourselves designate the persons to whom I shall propose questions, and the subjects also to which the questions shall relate ; and the only restriction imposed is, that no question shall be proposed to any one who shall appear greatly hurried, agitated, distressed, or in any other way deeply pre-occupied, in mind or body, and no one shall speak to the person questioned but myself.

"My proposition being accepted, out we sailed, and to work we went ; and I continued my experiment until my young friends surrendered at discretion, frankly acknowledging that my opinion was right, and theirs, of course, wrong ; and that, in our passage through life, courtesy of address and deportment may be made both a pleasant and powerful means to attain our ends and gratify our wishes.

"I put questions to more than twenty persons of every rank, from the high bred gentleman to the servant in livery, and received, in every instance, a satisfactory reply. If the information asked for was not imparted, the individual addressed gave an assurance of his regret at being unable to communicate it.

What seemed to surprise my friends was, that the individuals accosted by me almost uniformly imitated my own manner. If I uncovered, as I usually did in speaking to a gentleman, or even to a man of ordinary appearance and breeding, he did the same in his reply; and when I touched my hat to a liveried coachman or waiting man, his hat was immediately under his arm. So much may be done, and such advantages gained, by simply avoiding coarseness and vulgarity, and being well bred and agreeable. Nor can the case be otherwise. For the foundation of good breeding is good nature and good sense—two of the most useful and indispensable attributes of a well constituted mind. Let it not be forgotten, however, that good breeding is not to be regarded as identical with politeness—a mistake which is too frequently, if not generally committed. A person may be exceedingly polite without the much higher and more valuable accomplishment of good breeding.”

MORAL CULTURE.

The importance of right and judicious moral training must be apparent to every reflecting mind, and yet how little attention is given to it in many of our schools. Without such training the true end of education cannot be attained. While it is neither allowed nor desired that any instruction of a strictly sectarian nature should be imparted in our schools, there are certain moral duties and obligations which are viewed alike by all sects, and these should be inculcated and embraced in every suitable way and on every proper occasion. It is the duty of teachers to enjoin upon their pupils the true value of correct habits of thought, feeling and action.

The young should be taught to be kind to each other, gentle and manly in their deportment, watchful of the rights, feelings and wishes of others, obedient to parents and those in authority, respectful to the aged, courteous to all, and ever to act in accordance to that golden rule which directs us “*To do unto others as we would have others do unto us.*”

It is to be desired that correct moral culture, the cultivation of the nobler feelings of the heart may never be regarded as secondary to intellectual training, but that every endeavor may be made to train up the young in the way they should go.

We have sometimes felt that teachers and parents were a little too rigid in their treatment of the young, and did not make sufficient allowance for youthful feelings. The following lines may impart a suggestive hint worthy of consideration :

"He who checks a child with terror,
Stops its play and stills its song,
Not alone commits an error,
But a great and moral wrong.

Give it play and never fear it,
Active life is no defect ;
Never, never BREAK its spirit,
CURB it only to direct.

Would you stop the flowing river,
Thinking it would cease to flow ?
Onward it must flow forever,
Better teach it WHERE to go."

FROM C. NORTHEED'S REPORT.

EASY TEXT BOOKS.

The September Journal contains an article entitled "Do it yourselves, Boys," and it contains truths which teachers may well consider. We are often puzzled to know why scholars are unwilling, and often unable to help themselves, when some difficult subject is brought to their notice. They are willing to take the words of the book, or the explanation furnished by their teacher, and rest satisfied, not that so much has been really accomplished, but that so much of "the book is gone over with." The fault is sometimes in the teacher, but not always. It is as often found in the simplicity, the ease, the studied attempts to bring the principles of knowledge down to the mind of the child, rather than to elevate the mind of the child to their level, which characterizes our modern school books. Many of them contain too much explanation, or not enough of the right kind, requiring so little thought, presenting every subject in so clear a light, that the scholar will not be induced to study it ; to think of it long enough to make a permanent impression upon his mind, or long enough to retain what he seems at the time to have learned.

The same simplicity which characterizes the first steps, is so interwoven with every succeeding step, that but little is left upon which to exercise the reasoning faculties. Never was an Arithmetic so universally or so deservedly popular as Colburn's. Its great excellence is allowed to consist in the fact, that, while it is progressive, it throws the scholar, more than any other book of the kind, upon his own resources. It furnishes for him, to day, a lesson which he can master by close attention, and it provides one for to-morrow, more difficult in its nature, but which

yesterday's discipline will give him strength to conquer. The distinction which exists between an explanation of any subject, that completely analyzes and renders easy, and one which is plain, yet requiring study to be well understood, is in many books neglected. The one may help the scholar to make the most seeming progress, because he finds the road already prepared for him. The other makes the very act of gaining information doubly useful, by calling into exercise the highest powers of the mind. From books of one kind the scholar may gain information to a certain extent; from books of the other kind he may and must gain both information and discipline.

That a Text Book is easy, is no recommendation. On the contrary, deliver us from them, for they are the cause of poor scholars and lifeless schools. In these days when school books are multiplied at such a rapid rate, of which, like "Jeremiah's figs," "the good are very good," and "the evil, very evil, not fit" to use. Let teachers be very careful to what ones they give their influence, by word or deed. Let us encourage the use of those, that furnish food for thought, but which do not do the thinking, which incite to study, and furnish all the needed data, but which do not take away the scholar's right of self-judgment, which *lead* him up the hill, but do not profess to *carry* him. Let us discourage the use of those which have no other recommendation than that which they carry on their title page, "A simple and easy method."

S. H.

BURLINGTON, IOWA, October 6th, 1855.

EDUCATION.

Education should follow Nature and aid it. How does Nature proceed? It acts slowly, and develops itself moderately in the different periods of the child's age. Nothing forced; nothing violent; nothing precipitant. Thus ought Education to be. The soul of the child is not an empty vase, which receives passively what is destined to fill it. It contains a fruitful germ, proper to be developed. It has in itself a force and energy to assimilate to itself the principles which come from without. It is by the exercise of the natural faculties that they develop their highest degree of perfection. The mother commences the development. The father and the teacher continue it. Social education finishes it.

Physical nature reaches this end slowly but surely. It is not always so with the education of the child. Deplorable causes sometimes interrupt it. But Education has, over Nature, this advantage; that man

is submitted to its influence at nearly every period of his life, when physical nature has finished its work upon the body at perhaps twenty years of age. But one capital point should never be lost sight of. It is this :—If a young man has been badly raised, he will not resist, after he has reached the age of a man, the trials of life. If his first education has not formed his character, settled his heart, enlightened his spirit, and his conscience, like furious tempests, these trials will overwhelm him.—*Prof. J. B. Angeliz.*

From the American Messenger.

“BLESSED IS HE THAT WAITETH.”

DAN. 12 : 12.

Drawing near the western gate,
Wait, my brother, bravely wait.
Death, that ends this mortal strife,
Doth he not accomplish life?
Call him dark-winged, though we may,
Frees he not from cumbrous clay?
On thy soul its armor brace;
Look him fearless in the face;
All his boasted power defy;
Meet him with unclouded eye,
As the messenger who brings
Passport from the King of kings.

Drawing near the western gate,
Wait, my sister, calmly wait.
Through all changes, dark or bright,
Mercy kept thee in its sight;
Tempered wisely every blast;
Will it cast thee off at last?
Cometh he, who silent led
Many a loved one to the dead?
Is he here?

Serenely bend;
Call him not a foe, but friend;
Put thy hand in his and see
What salvation waits for thee.

L. H. S.

Send your son into the world with good principles, a good temper, a good education, and habits of industry and order, and he will work his way.

CLASSIFIED PUBLIC SCHOOLS.

The elements of success in the well classified Public Schools of our own and other States may perhaps be enumerated under a few heads. The degree of interest they have awakened in the minds of almost the whole community, shown in the buildings and other facilities provided ; the improved character of the Teachers employed and the comparative permanence of the office ; the uniformity of the books used, and in the mode of instruction pursued ; the systematic and consecutive course of study, commenced in the lowest, and continued through all the succeeding departments ; and the accurate classification of all the scholars according to their advancement.

The benefits derivable from most of these features of the system, have been often, and somewhat fully discussed, and their utility is quite generally admitted. But perhaps, no one of them is more likely to be undervalued, or its importance overlooked, than the last. Especially is this the case in towns where the system has not been tried. In some places a failure to understand and properly to apply this feature has brought the whole system into disrepute.

Education is a gradual, a progressive work : its successive steps must be taken in proper order, or the objects they are intended to effect cannot be accomplished. The following are some of the important advantages arising from a rigid adherence to the plan of classifying every scholar with reference solely to his attainments and abilities :

1. Each scholar, being placed in the system just where he properly belongs, takes those studies and those only which he is prepared to study with profit. None would think of setting a child to studying grammar or geography before he could read ; but very many parents, (and some teachers,) have supposed that scholars could study philosophy or astronomy before they were acquainted with common arithmetic, or learn the terms employed in chemistry before they could read intelligently a paragraph in a newspaper.

2. When his scholars are thus classified, the skilful teacher can adapt his instruction and his illustrations to their actual condition and wants.

3. Every scholar being classified with those who are as nearly as may be his equals, no one is in danger of being discouraged by his inability to keep pace with those who are his superiors, nor of being retarded by those who are far his inferiors.

4. The plan of classifying pupils at first on this, the only true basis, and of promoting them, from time to time, from one class, or one grade

of school to another, with reference solely to their merits, furnishes one of the strongest possible inducements to fidelity on the part of all. No scholar, of any spirit, likes to lose caste, to fall behind others of the same age and opportunities. Hence this system, if impartially executed, often arouses to vigilant action the minds of pupils who might, under almost any other, fail to make any considerable effort for their own improvement.

The true interests of every scholar can best be subserved by classing him exactly where he belongs. It is quite as injurious to place a child in advance of his proper position as to place him below it; indeed it may often be a greater evil. He will be compelled, by his inability to sustain such a position properly, to become superficial, to pass over many things without a thorough understanding of them; and must, sooner or later, lose his self-respect as a scholar.

True it may be humiliating, especially to those somewhat advanced in years, to take a position below the rank they might be expected to occupy, but this is the only way to carry out the system, or to secure to them its benefits. It has often happened to the schools of this city that scholars from the most wealthy and influential families have failed, on examination, to secure admission to the High School, and have been under the necessity of entering a lower school for some months to prepare for admission; and in every case where they have so done, they have, when in due time admitted on their own merits, manifested a degree of self-respect, shown an interest in their studies, and subsequently made such progress as would never have been attained, had they been permitted to enter at first by any laxness or favoritism.

It is to be hoped that, in all places where classified schools are now being organized, the Board and the citizens will be disposed to avail themselves of their full benefits by adopting the feature above named, and adhering to the only principle upon which the proper classification of scholars and the graduation of a system of schools can be effected.—*Ohio Journal of Education.*

EDUCATION vs. CRIME.—According to Dr. Grimshaw, of 732 convicts in the Auburn State Prison, 517 were never instructed in any trade or calling whereby to earn a subsistence. Of 646 males at the Sing Sing Prison, 487 have never been taught a trade; 60 could not read, and 149 could read but very indifferently. The number of convicts tried in Courts of Record in N. Y., State, from 1840 to 1848 inclusive amounted to 27,949; and of this aggregate, 26,225 had received no education whatsoever. Of 276 convicts in the Ohio Penitentiary, nearly all were below mediocrity, and scarcely able to transact the ordinary business of life.

DR. CLARK'S ADDRESS.

The outline of Dr. Clark's address before the BARNARD and GALLAUDET Societies, referred to in another page, was substantially as follows :

Theme, The American idea of Education ; or the well educated American.

Regarding thought as an indispensable element of life, and mind as the only organ of thinking, Education takes in hand the human mind, to train it to the one business of thinking.

The more specific ends of education are these :

1. To supply the mind with a complete apparatus of thought. The mind is to possess and use ideas. But these can never be handled by themselves. If you want to pass me one of your thoughts, you must take it up in some fit word, and hand it to me with that instrument. Signs, pictures, gestures and words are the final instruments of thought. By these we receive and deliver ideas. But we need also to continue thought, to frame them together into larger ideas. We want instruments for this. Education supplies them. Grammar arranges and unites ideas in their historic order, making sense of them. I say ideas ; for words are the mere shadows of thought, and grammar handles thought in words. Logic selects thoughts belonging to one family and joins them in a way to make arguments and demonstrations. Rhetoric gathers up the pictures and the pretty ideas, and makes of these larger pictures with which to adorn all graver forms of thought. Science rigidly separates fancies from facts, and having got by themselves all the thoughts that have objective realities to match them, or to father them, marshals these in ranks and platoons, like the regiments or the companies of an army. Thus are Language, and Logic, and Rhetoric, and Science, so many indispensable instruments of thought. And the first object of education is to furnish these.

The second object of education is to draw forth, and at the same time quicken and cultivate all those latent powers of mind, on whose out-coming and activity, thought depends.

The mind of man has been called a cave. Perhaps it is. But there are many living creatures in that cave, I mean there are many faculties, and all of them asleep in the newly born soul. And it takes several faculties working together to make a decent thought. Some men suppose they can think with one faculty. They might as well try to walk on one muscle. It requires the joint activity of all the powers and all the affections to produce a well rounded and perfect idea, just as it takes all the colors of the prism to make the white and perfect light.

Education, understanding this, solicits all the coy faculties and lures forth to take part in their common work of thinking. Some imagine that the teacher should sit at the mouth of the cave and coax forth that good-natured drudge, memory; but if any other faculty get round, if imagination, or genius, or wit shew their heads, the village must take fright, as if a hydra were coming forth to scare them. But this is a delusion we shall, by and by, outgrow. After a few thousand years more of what we call progress and science, we shall discover that God has not shut up griffins and chimeras in the mind upon whose face and front he has set his own image. And education will one day call the roll of all the faculties, when she summons her pupils from their chambers. Then will she give to the world, not thinkers on one faculty, not intellectual millepedes laboriously hopping to their conclusions on a single leg, but thinkers.

The Third specific object of education, includes and completes the previous two, putting the mind in a posture to receive, and hold, and use and utter thought.

Now does the American want any other education than this? If this be the general idea of education, what security for another division and another department set off specifically for the American?

If historic and ideal education were identical, there would be no need of speaking now upon an American education. But as time opens two ways, towards the future and towards the past; so there may be two types of education, one for the past and one for the future.

An education for the past, supposing that the world is groping back to antiquity, and that Time is a tuber whose chief value and only nutriment is in the root, turns its back on all coming years, and seeks the buried wisdom, and the dead forms of by-gone days. An education for the future takes the past with it to enrich and ennoble the future. This is the difference. The one drops the future and goes to the past. The other takes the past and mixes it with the future.

Modern learning is the growth of a few centuries, and the child of antiquity. After that great nap of the nations, when Christendom dozed in her cloister, and nodded over her beads for several successive centuries, the people of middle Europe went at once to the classic chest to get the wisdom the past had left there. This was natural; in the circumstances this was necessary. For whenever mind wakes from sleep, she must go back and begin where she left off. History, or what is the same thing, human development, is a stream that has but one beginning. If it freezes or stagnates, or stops on the way, it must start from the place where it stopped. Europe founded schools, and endowed univer-

sities and provided her sons with a complete apparatus for exploring, and possessing and interpreting all classic wisdom. England copied Europe; America imitated England, not altogether, however. The result is, that the schools and universities of Christendom, have a perfect system of education towards the past. If we were really traveling that way, and expected to stop and pitch our tents in contiguity, by and by our hereditary system of education is all that can be desired. But we are unfortunately in that train of centuries which is moving towards futurity and is rapidly leaving all classic ideas, and all classic life far behind. And we have already come upon an age whose educational wants our systems of education cannot and do not supply. Has it never occurred to you that the good lines of modern inquiry, and the great thoroughfares of modern thought are roads, whose gates ancient learning never saw. Have you never remarked that in all the great departments of modern thought, the leaders are in a sense self-educated men. That is, they are men who in addition to what the schools and the universities gave them, have been obliged to acquire another and an outside education. No man reads aright the wants of this and of coming ages, unless he sees that the needed education for the future, is one which hereditary institutions and a medieval curriculum are unable to impart. The age in which we are living has demanded for leaders of its manifold thought, men educated in other schools, in new schools. And where were these schools? Men had made their schools, and they were inadequate. There were no others outside of them except the rude schools of Nature. And how many schools has nature? Why here is first her great out-door school of forms and colors, and blending elements. To this seminary went the sons of Song, and its first graduates were the Lake School of Poets. Getting what the universities could give them, these pupils of a new age went then to the higher school of nature, and Coleridge, and Wordsworth and Lamb, had their diplomas from this school. Nature has, secondly, her great practical school of Life. The first scholar in this school, first in rank though not in age, is Charles Dickens. He and his class, and with them, and better than they, our Dickens of the pulpit, and his more masculine sister, the builder of Uncle Tom's Cabin, are some of the graduates of Nature's second seminary. And Nature has also her schools of politics, of trade, of invention, of Art and of Science. And the leaders of the public mind, at this moment, are, many of them, men who have been obliged to add to the defective education of the schools, the higher lessons communicated in these other and extra-scholastic ways.

Accordingly the education which Americans want and which it should

be the object of American seminaries and instructors to give, is one that shall couple and comprehend what our old system imparts, with all that the age solicits also of nature. It will not do to trust pupils to an extemporaneous and medley education in the school of Nature. Dickens and Wordsworth, and every other great graduate of that seminary show the defects of simple self-education. America must have an idea of education, and must mould her schools and her systems after it, until she shall fashion her sons upon all the transmitted wisdom of the past, and for the new adventures of the future. Let American schools open the American mind on every idea and on every faculty. Then let them bring to the mind the forms and the wisdom which antiquity taught, and with these all the forms and all the lessons of silent Nature, and of modern life; and let America so fit and furnish the souls of her sons that they shall be able to master the age and possess its gifts.

THE OLD SCHOOLMASTER'S STORY.

[This article and the one on page 478, contain important hints for teachers as well as pupils, and we recommend teachers to read them to their scholars. We will endeavor to have some article in each number suitable for reading in the school-room.—Ed.]

"When I taught a district school," said he, "I adopted it as a principle to give as few rules to my scholars as possible. I had however, one standing rule, which was, '*Strive under all circumstances to do right,*' and the text of right, under all circumstances, was the GOLDEN RULE.—'*All things whatsoever ye would that men should do to you, do ye even so to them.*'"

If an offence was committed, it was my invariable practice to ask 'was it right?' 'Was it doing as you would be done by?'

All my experience and observation have convinced me that no act of a pupil ought to be regarded as an offence, unless it be measured by the standard of the Golden Rule. During the last years of my teaching the only tests I ever applied to an act of which it was necessary to judge, were those of the above questions. By this course I gained many important advantages.

In the first place, the plea, "You have not made any rule against it," which for a long time was a terrible burden to me, lost all its power.

In the second place, by keeping constantly before the scholars, as a standard of action, the single text of right and wrong as the one which

they were to apply for themselves, I was enabled to cultivate in them a deep feeling of personal responsibility.

In the third place, I got a stronger hold on their feelings, and acquired a new power of cultivating and directing them.

In the fourth place, I had the satisfaction of seeing them become more truthful, honest, trustworthy and manly in their intercourse with me, with their friends, and with each other.

Once, however, I was sadly puzzled by an application of the principle, by one of my scholars, George Jones,—a large boy—who partly through a false feeling of honor, and partly through a feeling of stubbornness, refused to give me some information. The circumstances were these.

A scholar had played some trick which had intercepted the exercises. As was my custom, I called on the one who had done the mischief to come forward. As no one started, I repeated the request, but with no success. Finding that the culprit would not confess his guilt, I asked George if he knew who had committed the offence?

"I did not do it," was the reply.

"But do you know who did?"

"Yes, sir."

"Who was it?"

"I do not wish to tell."

"But you must; it is my duty to ask, and yours to answer me."

"I cannot do it sir," said George firmly.

"Then you must stop with me after school."

He stopped as requested, but nothing which I could urge would induce him to reveal anything. At last, out of patience with what I believed to be the obstinacy of the boy, I said—

"Well, George, I have borne with you as long as I can, and you must either tell me or be punished."

With a triumphant look, as though he had cornered me by an application of my favorite rule, he replied, "I can't tell you because it would not be right; the boy would not like to have me tell of him, and I'll do as I'd be done by."

A few years earlier I should have deemed a reply thus given an insult, and should have resented it accordingly; but experience and reflection had taught me the folly of this, and that one of the most important applications of my oft quoted rule was—to judge of the motives of others as I would wish to have them judge of mine. Yet, for the moment, I was staggered. His plea was plausible; he might be honest in making it; I did not see in what respect it was fallacious. I felt

that it would not do to retreat from my position and suffer the offender to escape, and yet that I should do a great injustice by compelling a boy to do a thing, if he believed it to be wrong.

After a little pause I said, "well, George, I do not wish you to do anything which is wrong, or which conflicts with our Golden rule. We will leave this for to-night, and perhaps you will alter your mind before to-morrow."

I saw him privately before school, and found him more firm in his refusal than ever. After the devotional exercises of the morning, I began to question the scholars (as was my wont,) on various points of duty, and generally led the conversation to the Golden Rule.

"Who," I asked, "are the persons to whom, as members of this school, you ought to do as you would be done by? Your parents, who support you and send you here? your schoolmates who are engaged in the same work with yourselves? the citizens of the town, who by taxing themselves, raise money to pay the expenses of this school? the school committee who take so great an interest in your welfare? your teacher? or the scholar who carelessly or wilfully commits some offence against good order?"

A hearty "Yes," was responded to every question.

Then addressing George, I said, "Yesterday I asked you who had committed a certain offence? You refused to tell me, because you thought it would not be doing as you would be done by. I now wish you to reconsider the subject. On one side, are your parents, your schoolmates, the citizens of this town, the school committee, and your teacher, all deeply interested in everything affecting the prosperity of this school. On the other side, is the boy who by his act has shown himself ready to injure all these. To which party will you do as you would be done by?"

After a moment's pause, he said, "to the first; it was William Brown who did it."

My triumph, or rather the triumph of the principle was complete, and the lesson was as deeply felt by the other members of the school, as by him for whom it was specially designed.—*Rhode Island School-master.*

PRODUCE OF NEW ENGLAND.—A stranger passing through one of the mountain towns of New England, inquired, "what can you raise here?" The answer was, "our land is rough and poor; we raise but little produce, and we build *school-houses* and raise Men."

NOT ASHAMED OF RIDICULE.

I shall never forget a lesson which I received when quite a young lad at an academy in B——. Among my school fellows were Hartly and Jemson. They were somewhat older than myself, and the latter I looked up to as a sort of leader in matters of opinion as of sport. He was not at heart malicious, but he had a foolish ambition of being thought witty and sarcastic, and he made himself feared by a besetting habit of turning things into ridicule, so that he seemed continually on the look-out for matters for derision.

Hartly was a new scholar, and little was known of him among the boys. One morning as we were on our way to school he was seen driving a cow along the road toward a neighboring field. A group of boys, among whom was Jemson, met him as he was passing. The opportunity was not to be lost by Jemson. "Halloa!" he exclaimed; what's the price of milk? I say, Jonathan, what do you fodder on? What will you take for all the gold on her horns? Boys, if you want to see the latest Paris style, look at those boots!"

Hartly waving his hand at us with a pleasant smile, and driving the cow to the field, took down the bars to the rail fence, saw her safely in the enclosure, and then putting up the bars, came and entered the school with the rest of us. After school in the afternoon he let out the cow, and drove her off, none of us knew where. And every day, for two or three weeks, he went through the same task.

The boys of —— Academy were nearly all the sons of wealthy parents, and some of them, among whom was Jemson, were dunces enough to look down with a sort of disdain upon a scholar who had to drive a cow. The sneers and jeers of Jemson, were accordingly often renewed. He once, on a plea that he did not like the odor of the barn refused to sit next to Hartly. Occasionally he would inquire after the cow's health, pronouncing the word 'ke-ow,' after a manner of some of the country people.

With admirable good nature did Hartly bear all these silly attempts to wound and annoy him. I do not remember that he was ever once betrayed into a look or word of angry retaliation.

"I suppose, Hartly," said Jemson, one day, "I suppose your lady means to make a milkman of you."

"Why not?" asked Hartly.

"O nothing; only don't leave much water in the cans after you rinse them—that's all."

The boys laughed, and Hartly, not in the least mortified, replied, "Never fear; if I ever should rise to be a milkman, I'll give good measure and good milk."

The day after this conversation, there was a public exhibition, at which a number of ladies and gentlemen from other cities were present. Prizes were awarded by the Principal of our Academy, and both Hartly and Jemson received a creditable number; for, in respect to scholarship, these two were about equal. After the ceremony of distribution, the Principal remarked that there was one prize, consisting of a medal, which was rarely awarded, not so much on account of its great cost, as because the instances were rare which rendered its bestowal proper. It was the prize for heroism. The last boy who received one was young Manners, who three years ago, rescued the blind girl from drowning.

The Principal then said that with the permission of the company, he would relate a short story. "Not long since, some scholars were flying a kite in the street, just as a poor boy on horseback rode by on his way to mill. The horse took fright and threw the boy, injuring him so badly that he was carried home, and confined some weeks to his bed. Of the scholars who had unintentionally caused this disaster, none followed to learn the fate of the wounded boy. There was one scholar who had witnessed the accident from a distance, who not only went to make inquiries, but stayed to render services.

This scholar soon learned that the wounded boy was the grandson of a poor widow, whose sole support consisted in selling the milk of a fine cow of which she was the owner. Alas! what could she do now? She was old and lame, and her grandson on whom she depended to drive the cow to pasture, was now on his back, helpless. "Never mind, good woman," said the scholar, "I can drive your cow!" With blessings and thanks the old woman accepted his offer.

But his kindness did not stop here. Money was wanted to get articles from the Apothecary. "I have money that my mother sent me to buy a pair of boots with; but I can do without them for awhile." "O, no," said the old woman; "I can't consent to that; but here is a pair of cow hide boots that I bought for Henry, who can't wear them. If you would only buy these, giving us what they cost, we should get along nicely." The scholar bought the boots, clumsy as they were, and has worn them up to this time.

Well, when it was discovered by other boys of the Academy, that our scholar was in the habit of driving a cow, he was assailed with laughter and ridicule. His cow hide boots in particular, were made a matter of mirth. But he kept on cheerfully and bravely, day after day,

never shunning observation, and driving the widow's cow, and wearing his thick boots, contented in the thought that he was doing right, and caring not for all the jeers and sneers that could be uttered. He never undertook to explain why he drove a cow; for he was not inclined to make a vaunt of charitable motives, and furthermore, in his heart he had no sympathy with the false pride that could look with ridicule on any useful employment. It was by mere accident that his course of kindness and self-denial was yesterday discovered by his teacher.

And now, ladies and gentlemen, I appeal to you, was there not true heroism in this boy's conduct? Nay, Master Hartly, do not slink out of sight behind the black board! You are not afraid of ridicule, you must not be afraid of praise. Come forth, come forth Master Edward James Hartly, and let us see your honest face!"

As Hartly, with blushing cheeks, made his appearance, what a round of applause in which the whole company joined, spoke the general approbation of his conduct! The ladies stood upon the benches and waved their handkerchiefs. The old men wiped the gathering moisture from the corners of their eyes, and clapped their hands. Those clumsy boots on Hartly's feet seemed prouder ornaments than a crown would have been on his head. The medal was bestowed on him amid general acclamation.

Let me tell a good thing of Jemson before I conclude. He was heartily ashamed of his ill-natured railery, and after we were dismissed, he went with tears in his eyes and tendered his hand to Hartly, making a handsome apology for his past ill-manners. "Think no more of it, old fellow," said Hartly, with delightful cordiality; let us all go and have a ramble in the woods, before we break up for vacation." The boys, one and all, followed Jemson's example; and then we set forth with huzzas into the woods. What a happy day it was!—*Rural New Yorker*.

WILLIE GRAHAM,

OR THE BEST RECOMMENDATION.

It will be well for teachers to read the following incident to their pupils. It may lead them to think more highly of the Bible.—*Ed.*

"As a sea captain was one morning standing upon the dock, at which his noble ship was moored, his thoughts intently fixed upon the voyage he was about to commence, he was approached by a delicate

looking boy, some twelve years old; and the following conversation passed between the lad and the veteran sea captain.

"Please sir, don't you want a cabin boy?"

"Yes, my lad, I do want a cabin boy; but what is that to you? A little fellow like you will not answer for the berth. What can you do?"

"Oh, sir, I'm *real strong*. I can do a great deal of work, if I am little."

"But, my boy, how came you here? you don't look like a city boy, guess you run away from home, didn't you?"

"Oh, no, indeed. My father is dead and my mother is very poor, and I want to do something to help her. She let me come to see you."

"Well, sonny, where are your letters of recommendation? I never take a boy unless he has good recommendations."

Here was a damper. Willie had never thought of having a letter from his minister, or his teachers, or some proper person, to prove to strangers that he was an honest, good boy; and at first he knew not what to say or do. He stood, in deep thought, the captain carefully watching the workings of his expressive face. Suddenly he put his hand into his bosom, and drew out his little Bible, and without uttering a word, put it into the captain's hand. The captain opened to the blank leaf and read:

"WILLIE GRAHAM,

Presented as a reward for regular and punctual attendance at Sabbath School, and for his blameless conduct there and elsewhere, by his Sunday School Teacher."

Captain M'Leod was not a pious man, but he could not consider the case before him, with a heart unmoved. The little fatherless child standing humbly before him, referring him to the testimony of his Sunday School teacher, as it was given in his little Bible, touched a tender spot in the breast of the noble seamen, and clapping Willie, heartily on the shoulder, he said,

"You are the boy for me; you shall go in my ship, and if you are as good a boy as I think you are you shall not go home to your good mother with empty pockets."

PUBLIC SCHOOLS IN OHIO.—The total amount of money appropriated by the State of Ohio, and raised by the townships for public school purposes during the year 1854, was \$2,266,457 12, of which sum \$59, 904 45 was appropriated by the State for School District Libraries. There are in the State 816,408 youths of school age, being an increase of 4,451 over the total of 1853.

CAUSE OF A COUNTRY'S ENTERPRISE AND PROSPERITY.

When the question was asked by a traveller from a foreign country, passing in the stage coach. "What is the cause of the enterprise and prosperity of New England? the answer was given by one whose eye then rested upon the steeple of a church and upon a school-house. "These," said he, "account for the enterprise and prosperity of New England. The house of God first, and the school-house next; the one the result of the other, and both going hand in hand to enrich and bless the whole community."

Resident Editor's Department.

TO TEACHERS AND PARENTS.

It is estimated that nearly 4000 gallons of air pass into and out of the lungs of a healthy person every twenty-four hours. Pure, wholesome air is the proper food for the lungs, and the want of it is the frequent cause of consumption and other diseases. To breathe pure air is to live; to breathe impure and vitiated air, is to induce sickness, suffering and death. Teachers and parents of Connecticut, will you see to it that the school-houses under your charge are well supplied with suitable means for ventilation? The good of the school demands it; the health and physical growth and mental energy of the children demand it. Neglect not a duty of such vital importance.

TEACHERS' INSTITUTES.

During the week ending Oct. 21st, two very large and interesting Institutes were held, one at BRIDGEPORT for Fairfield county, and one at FALLS VILLAGE, for Litchfield county.

That at Bridgeport was under the charge of Prof. CAMP, who was aided by Prof. PHILBRICK, Prof. RUSSELL, Revs. M. RICHARDSON, and G. B. DAY, Dr. COMINGS, Revs. E. B. HUNTINGTON and BARNEY, in lectures or instruction. The number of names enrolled as members was 172. The Institute commenced its sessions immediately after the adjournment of the State Teachers' Association, and the number of practical teachers brought together by the two is said to have been greater than was ever before assembled within the State. The attendance on

the part of the citizens of Bridgeport was very encouraging to the friends of education, but rather vexing to the multitudes who could not gain admittance.

At Falls Village the Institute was under the charge of Mr. CHARLES NORTHEND, assisted by Profs. RUSSELL & PHILBRICK, GEO. SHERWOOD, Esq., and REV. MR. SPENCER. The HON. MR. DEMING, Mayor of Hartford, visited the Institute and made a highly appropriate address to the members. The number of members was 89, which was larger than the number in attendance last year at Litchfield, and above the average in other counties.

An excellent spirit prevailed throughout, and the church in which the Institute was held was densely filled every evening.

These Institutes have afforded the most unmistakable evidence of progress and improvement on the part of the teachers, and of increase of interest on the part of the people.

Connecticut is waking up: the car of education is on the track, and the steam is up. Those who interpose obstructions are in danger: clear the track. S.

EDUCATION IN NEW HAMPSHIRE.

Our friends in the Granite State are waking up, and their watchword is "*onward.*" The Board of Education is composed of

SILAS S. FLETCHER	<i>Rockingham County.</i>	
CHARLES F. ELLIOT,	<i>Strafford</i>	"
HOSEA QUIMBY,	<i>Belknap</i>	"
WILLIAM C. FOX,	<i>Carroll</i>	"
EDMUND WORTH,	<i>Merrimac</i>	"
JONATHAN TENNEY,	<i>Hillsboro</i>	"
LEONARD TENNEY,	<i>Cheshire</i>	"
WILLIAMS BARTON,	<i>Sullivan</i>	"
SALMA W. SQUIRE,	<i>Grafton</i>	"
DANIEL A. BOWE,	<i>Coos</i>	"

The Board elected *Charles F. Elliott*, Chairman; and *Jonathan Tenney*, Secretary. Mr. Tenney is well fitted for his post, and our best wishes attend him and his fellow laborers in their efforts for the advancement of popular education.

In 1763 Charles Mason and Jeremiah Dixon, surveyed between Pennsylvania and Maryland. Hence the phrase "*Mason & Dixon's line.*"

☞ We would call the attention of our readers to the proposition of Dr. Cutter, in relation to furnishing sets of his plates. See Advertisement.

RULES FOR STUDY.

PROF. DAVIES, the eminent mathematician, gives the following excellent rules for students:

1. Learn one thing at a time.
2. Learn that thing well.
3. Learn its connections, as far as possible, with all other things.
4. Believe that to know everything of something is better than to know something of everything.

ITEMS.

Mr. Emory F. Strong, late principal of the graded school in West Meriden, has been appointed principal of the High School in Bridgeport, with a salary of \$1,100. Mr. Strong has proved himself an excellent teacher and a true man. In his "lexicon" there is no such word as *fail*. We congratulate the Committee of Bridgeport, on their good fortune in securing the services of one of the best teachers in the State.

The St. Louis Advocate estimated the total length of the Mississippi river, and its numerous tributaries, at 51,000 miles; 20,000 of which are navigable waters.

NOTICES OF BOOKS.

SMITH'S INDUCTIVE ARITHMETIC, and *Federal Calculator*; on a new, interesting, and instructive plan, containing theory and practice, in a series of mental and written exercises. 144 pp. New York, Daniel Burgess & Co.

This little book is got up in a very neat and attractive style, beautifully illustrated, with cuts which will please the little folks. The book contains a large number of practical questions, and pupils who are thoroughly disciplined in them, cannot fail of gaining much available knowledge of Arithmetic.

GREENLEAF'S ARITHMETIC AND ALGEBRA. Robert S. Case & Co. Boston.

This series of Mathematical Works has been extensively used in the higher schools of New England, and with much success. The different works are so arranged as to be truly progressive, while each one is full in the department it occupies, and is copiously supplied with examples to illustrate the principles stated.

THE AMERICAN JOURNAL OF EDUCATION, and College Review. Published monthly. Editors, ABRAHAM PETERS, D. D. and HENRY BARNARD, LL. D. New York. N. A. Calkins, Publisher, 348 Broadway, New York.

We took occasion to allude to this publication in our last number. Since the first number has made its appearance and in all particulars equals the favorable anticipations we had formed of it. It is a very able and interesting work, and richly deserving the attention and support of teachers and friends of education, generally. The first number contains 136 pp. The several articles appear to have been prepared with great care and ability. Among them are papers on—

I. *Philosophy of Education*, by PROF. HENRY.

II. *Lecture on the Study of the Anglo Saxon Language*, by PROF. HART of Philadelphia. An excellent article.

III. *Classical Education*, by DAVID COLE, of Trenton, N. J.

IV. *School Architecture*, by PROF. HART, of Philadelphia.

V. *Practical Science*.

VI. *Discipline, Moral and Mental*, by T. RICHARDS, of Washington.

VII. *Education among the Cherokee Indians*, by WM. P. ROSS.

VIII. *School Government*, by REV. S. M. HAMILL, of New Jersey.

IX. *Plan of Central Agency*, for advancement of Education in the United States, by HENRY BARNARD, LL. D.

We are glad to see a work of so much interest and ability, and we confidently and earnestly commend it to the patronage of all who feel an interest in the great cause which it advocates. We heard an intelligent gentleman say, after reading the number alluded to above, that it was itself worth the price of subscription.

MITCHELL'S OUTLINE MAPS. O. D. Case & Co. Hartford.

The experience of teachers in almost every grade of school, has been nearly uniform, in reference to the value of Outline Maps as means of instruction in Geography.

The above series appear to be well adapted to the school and class-room by their accuracy, distinct outlines, size and price, and will be found of great value in any school adopting them.

MATHEMATICAL DICTIONARY AND CYCLOPEDIA OF MATHEMATICAL SCIENCE, comprising definitions of all the terms employed in mathematics. An analysis of each branch and of the whole, as forming a single science. By Charles Davis, LL. D., and William G. Fisk, A. M. Published by A. S. Barnes & Co., No. 51 John street, N. Y. 1855.

We regard this as an exceedingly valuable work alike for the student and teacher. Every professional teacher should add this volume to his library. We feel personally thankful to the authors and publishers of this work for the 'aid and comfort' which it will afford us. We could not easily be persuaded to part with it.

COLTON & FITCH'S MODERN SCHOOL GEOGRAPHY has been received. It possesses some excellent features. The illustrations are very numerous, and some of them are good, most of them are new.